

ENTRE NOS

ENTRE NOSOTROS

AMONG US

Newsletter of the Committee on International Relations

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 Sixteenth Street, N. W., Washington, D. C.

No. 3

1943-44

April 1944

THE HISPANIC DIVISION OF THE LIBRARY OF CONGRESS

The Hispanic Division of the Library of Congress is symbolic of Pan Americanism. One enters thru two large vestibules, with monumental murals by the Brazilian artist, Candido Portinari. None of the subjects apply specifically to Brazil. Rather they interpret the history and culture of the other American republics. All characteristically portray the working men so often forgotten among the captains and the kings. The subjects are the *Discovery of Land*, the *Entry Into the Forest*, the *Teaching of the Indians*, and the *Mining of Gold*. The murals have been favorably received by critics, artists, and the public alike.

One moves from these outer rooms into the reading room which faithfully presents the style and taste of the *Siglo de Oro* of Spain and Portugal. It was designed by Paul Philippe Cret. A fine silver chandelier, an example of the *mudejar* style of Toledo, hangs in the center of the room. Above the windows and over the balconies are medallions bearing names famous in Spanish, Portuguese, and Latin American culture. Between the windows are rich armorial tapestries. A dado of soft blue and white tiles from Puebla, Mexico, runs about the walls; gold brocade curtains hang at the windows and about the alcoves and balconies, which are of fine wrought iron. The delicately colored chairs and lamps complement silvery woodwork, and at the far end of the room, over the doors and the table which commemorates the gift of the room, is a mural of the arms of Columbus.

The Division is worth visiting, but more important is the service offered to scholars by the increasing collections of the contributions to culture of Spain, Portugal, and Latin America.

CULTURAL INSTITUTES

An interesting and purely voluntary means of promoting international goodwill exists in the other Americas. A native of Argentina, to take a possible example, whose business takes him to Chile to live is naturally interested in the welfare of both countries and the maintenance of friendship between them. If possible, he will get in touch with others who have the same interest and establish a cultural institute or take part in one already established, in the knowledge that to spread abroad information about Argentina and provide a place where Argentinians and Chileans can meet and exchange ideas is one of the best ways to promote friendship between the two. Diplomatic incidents may come and go, governments may change and with them a nation's official policies, but the culture of a nation continues and it is not unfriendly to the culture of others.

Hence we find such organizations as the Instituto Chileno-Argentino Cultural in the other republics. Ideally there would be twenty in each country, one for each of the other American republics and possibly more for countries of other continents. Each existing institute sponsors lectures and conferences, exhibits, and motion pictures about the country in which it is particularly interested. Some have libraries or sponsor special collections in existing libraries, and a few publish journals containing articles about the other country. A number of them take the United States as the object of special interest and these have been instrumental not only in spreading information but in teaching English, sometimes in classes given by themselves and in other cases by encouraging its study in schools and colleges.

ART IN THE COUNTRIES SOUTH OF US

An exhibition has been prepared by the Library Service Division of the U. S. Office of Education, in cooperation with the Office of the Coordinator of Inter-American Affairs, for use in schools, libraries, and other social and civic groups. The purpose of the exhibition, according to Nora E. Beust, senior specialist in library materials, is to help the children in the United States to become more familiar with their neighbors to the South, and more aware of the great cultures they represent.

The story of the civilizations of Central and South America is briefly told by means of enlarged photographs and color reproductions illustrating some of the finest examples of their architecture, sculpture, and painting. The series of photographic screens begins with: (1) *The Settlement of the Indians*, which shows a map with pictures of a few examples of Indian art found in the Western Hemisphere during the last 2000 years; (2) *In Central America and Yucatan - the Mayas*, shows examples of the delicacy of Mayan sculpture, their architecture and paintings; (3) *In the Highlands of Mexico - The Aztecs*, illustrates the type of pyramid built during the centuries before the Spaniards came; (4) *The Empires of the Andes*, pictures the ruins of Machu Picchu, one of the cities built by the powerful Incas; (5) *Spanish Conquest*, shows the Indian version, a European artist's version, and that of a famous contemporary painter, Diego Rivera; (6) *Spanish and Portuguese Domination in the New World*, shows by means of pictures of architecture, painting, and sculpture, the difference between the Indian civilizations of the New World and the European that conquered them; (7) *The Art of the Christian Church*, illustrates the influence of Indian craftsmen on the concepts of art introduced by Europeans; (8) *Colonial Splendor Flourished for 300 Years*, exemplifies such native artists' work as a patio in a house in Lima, Peru; statues of the apostles carved by the famous Brazilian, Aleijadinho; palace of the captains in Antigua, Guatemala; (9) *Independence*, shows a statue of Bolívar, the liberator, in his own city, Caracas, in Venezuela, and a painting representing a group of patriots by Juan Manuel Blanes, a Uruguayan artist; (10) *National Arts - Paintings and Prints*, gives some idea of the variety of Latin American painting today; (11) *Sculpture and Buildings*, indicates the modernity of the cities and the retention of local architectural tradition in many towns and villages; (12) *Costumes, Dances, and Crafts*, reflects the close relationships between the countries' folklore and their historical pasts.

The exhibition contains approximately twenty-five books and fifteen pamphlets, for use by students and teachers in a more detailed study of the subjects introduced by the pictures. There are story books for young children, with illustrations that give an idea of the countries and peoples of Central and South America; well-known books on the arts of those countries for junior and senior high-school students, with many illustrations.

Eight small handicraft objects (toys, pottery, textiles, lacquer box, and decorated gourd) are set into shelves of the exhibition case, so that children may see and touch examples of the art they are studying.

A manual containing suggestions for installing the exhibition and using it in the classroom is sent in advance of the exhibition. The exhibition comes in a box which serves as a shipping box and a display case. It will be sent upon request to all authorized persons affiliated with educational institutions. Further details may be secured from the Library Service Division of the U. S. Office of Education, Washington 25, D. C.

A SUCCESSFUL PAN AMERICAN CLUB

The Pan American Club sponsored by the YMCA of Washington, D. C., has been in operation for five years and the number of people who attend the programs has grown from fifteen to about 800. The activities are free, and those who contribute to their success have done so without charge simply because of their interest in the cause of inter-American friendship.

In February, in accordance with custom, a program was given in honor of one of the other American republics. Mexico was chosen and the ambassador from Mexico, Francisco Castillo Najera, was the principal speaker and guest of honor. There was also a musical program including vocal and instrumental numbers, and a showing of films about Mexico. The ambassador spoke of the Pan American ideal as having sprung up along with the urge for independence in the New World and said that in spite of friction and obstacles it had spread steadily. One motive, the desire for the redemption of the masses of the people, which is true democracy and persists in the Americas in spite of the aspects of ephemeral political regimes, has been fundamental in the growth of true Pan Americanism. Feelings of solidarity have been strengthened in recent years, and he said that one consoling consequence of the war has been a further intensification of those feelings among the peoples of the Americas. In the Pan American movement, the ironing out of old questions and old distrusts between Mexico and the United States has been a factor of great value because of their being adjacent neighbors.

In order to defray incidental expenses, which are slight, a fiesta is held once a year by the club for which tickets are sold. The profits are used to send boys to the YMCA Camp for Boys.

The chairman, who is very much interested in presenting a true picture of the other Americas to people in the United States, would be glad to answer inquiries about the club's activities and make suggestions to others who are interested in similar projects. Address: Ramon Ramos, Westminster Hotel, 1607 Seventeenth Street, N. W., Washington 6, D. C.

HANDBOOK FOR SPANISH AND PORTUGUESE TEACHERS

It is expected that the *Handbook for Spanish and Portuguese Teachers*, which is awaited with interest, will be published this spring. The *Handbook* will be published commercially and not by any government agency, as soon as the final revision, which is now being made, is complete. The project has been sponsored by the American Association of Teachers of Spanish with the assistance of the Office of the Coordinator of Inter-American Affairs. The Library of Congress generously provided office space.

The *Handbook* will be about 200 pages in length and will contain sections giving information on the background of Spanish and Portuguese teaching in the United States, the values of each language to Americans, methods of teaching with a bibliography on the subject, vocational opportunities for those who have mastered one or both of these languages, public and private agencies interested in the field, especially as sources of materials for teachers, and sources of various extracurriculum aids.

The director and editor-in-chief of the *Handbook* is Dean Henry Grattan Doyle of George Washington University, now on leave from the University to direct the Washington Inter-American Training Center, a project of the Office of the Coordinator of Inter-American Affairs, administered by the American Council of Learned Societies. He is editor of *Hispania*, chairman of one of the committees in charge of the Intensive Language Program of the American Council of Learned Societies, and chairman of the Commission on Trends in Education of the Modern Language Association of America. He is well known as the author of many articles dealing with Spanish, Spanish-American, and educational subjects.

The staff of contributing editors consists of William Berrian of the Rockefeller Foundation; Marjorie Johnston of the Division of Inter-American Educational Relations, U. S. Office of Education; Madaline Wallis Nichols of Goucher College; Charles Seeger of the Pan American Union; Ruth Clare Jackson of the New Trier High School, Winnetka, Illinois; Elizabeth R. Roby of the New York public schools; and Mrs. Eddie Ruth Hutton, Phoenix Union High School, Phoenix, Arizona.

The advisory committee for the *Handbook on the Teaching of Spanish and Portuguese* is made up of Stephen L. Pitcher of the St. Louis public schools, president of the American Association of Teachers of Spanish; Francisco Aguilera, assistant chief of Division of Intellectual Cooperation, Pan American Union; John E. Englekirk, Division of Education, Office of the Coordinator of Inter-American Affairs; Harry H. Pierson of the Division of Science, Education and Art, Department of State; and John C. Patterson, chairman of the Division of Inter-American Educational Relations, U. S. Office of Education.

SERIES FOR YOUNG READERS

The Series for Young Readers, the ten attractive booklets on Latin American topics published by the Pan American Union, has been so successful a venture that ten additional topics are now being prepared and should be ready in the spring. It is hoped to add to the list until at least fifty booklets have been published. Like the first series, the new booklets will sell for 5 cents each, and will contain sixteen pages, from eight to ten photographs, and a specially designed colored cover.

Tourists visiting the Pan American Union were responsible for the choice of one subject. They asked for a booklet on the adventures of *Hernán Cortés*. Other people whose lives are presented are *Simón Bolívar*, *José Gervasio Artigas*, and *José Martí*.

The Aztec People is the subject of one booklet, the only one devoted to the native Indians of the hemisphere.

The Quetzal is the only one of the *Five Birds of Latin America* which is unfamiliar to readers in this country, but the nesting habits and legends of the other four will be new.

The Amazon River presents such a bewildering variety that it is endlessly interesting to read about.

The Colonial Cities of Latin America tells us of city founders of four centuries ago who had some remarkably modern ideas, but did make some interesting mistakes.

One of the most successful and long-established of the cooperative ventures of the American Republics is *The Pan American Sanitary Bureau*, and this account will furnish a fine introduction to the field of public health.

We find in *Transportation in the Other Americas* that one may progress from place to place on foot or by means of the swiftest of modern air-planes.

The whole series is designed for the junior high school, but just as the first set was used successfully in the elementary and senior high schools, and even by adults who were new to the field, so this second set will be useful to all.

As can be seen from the titles, modern and scientific topics and those for which there is a traditional demand are mingled. They will furnish material for special topics by students or, because they are short and attractively presented, will beguile the pupil who does not like to read into a realization that the printed page can really offer him much entertainment.

BUY WAR BONDS AND STAMPS

PROGRAM FOR INTER-AMERICAN STUDY GROUPS

For years the interest of the people of the United States in inter-American affairs has been growing. World War II and our common struggle to preserve freedom in the world have served to intensify our desire for American unity and the recognition of its importance, both in winning the war and in establishing a durable peace. Before the principle of inter-American cooperation can be laid as a permanent cornerstone of American life in a world of nations, the peoples of the Western Hemisphere must know more about the inter-American movement: its history, its machinery, its problems, and its prospects. For this purpose individuals and organizations thruout the United States are informing themselves thru intelligent study and discussion to make their contributions as citizens to lasting peace and understanding.

For those interested in the other Americas, many suggestions are available. The Pan American Union, U. S. Office of Education, and the Office of the Coordinator of Inter-American Affairs are government agencies that will cooperate in providing materials and information. Local inter-American centers will provide speakers, program guides, literature, and in some cases motion pictures. The local library will be found to be an almost inexhaustible source of information.

The various meetings can be diversified, giving some time to discussion groups, addresses by outside or member speakers, book reviews, and musical programs of native music by local artists. Recordings of Latin American folk songs are available and an illustrated talk on arts and crafts might be arranged in cooperation with local museums.

The following books are particularly timely for review: Aikman, *All American Front*, 1940; Padilla, *Free Men of America*, 1943; Quintanilla, *A Latin American Speaks*, 1943; White, *Argentina - Life Story of a Nation*, 1942; and Brenner, *Wind That Swept Mexico*, 1943.

Specific program topics suggested by the Office of the Coordinator of Inter-American Affairs include:

1. "Partner" not "protector"
2. "Coffee in the Life of Brazil"
3. "Let's Work Together" - the future of reciprocal trade
4. "Building Inter-American Understanding through Pan American Conferences"
5. "Builders of Latin America"
6. "Good Neighbors This Side of the Border" Spanish-speaking Americans in the Southwest
7. "Latin American Women Are Different" - contrasting approaches to common problems
8. "Land in the Economy of South America"
9. "Literature as a Mirror of South America"
10. "Latin American Contributions in the Arts."

INTER-AMERICAN CENTERS

The purpose of the inter-American centers is to promote programs of organizations concerned with the development of inter-American relations from the other Americas; to provide hospitality for visitors; and to facilitate wartime, and subsequently, peacetime inter-American cooperation in the fields of industry, transportation, commerce, education, the arts, and the professions. Various materials and information may be obtained from the centers upon request. The centers work closely with the Office of Inter-American Affairs.

A list of the centers, the address of each, and the area it covers follows:

Pan American Society of Massachusetts, 205 Commonwealth Avenue, Boston 16, Massachusetts; Massachusetts, Maine, New Hampshire, and Vermont.

World Affairs Council of Rhode Island, 32 Westminster Street, Providence, Rhode Island; Rhode Island.

Philadelphia Regional Inter-American Center, Commercial Museum, Philadelphia 4, Pennsylvania; eastern Pennsylvania, New Jersey (portions adjoining Philadelphia only), and Delaware (northern portion).

Southern Council on International Relations, University of North Carolina, Chapel Hill, North Carolina; Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, and Mississippi.

Pan American Council of Buffalo and Western New York, 610 Delaware Avenue, Buffalo 2, New York; eight counties in western New York.

Pittsburgh Regional Inter-American Center, University of Pittsburgh, Pittsburgh 22, Pennsylvania; western Pennsylvania, easternmost Ohio, and northwestern West Virginia.

Cleveland Council on Inter-American Relations, 922 Society for Savings Building, Cleveland 14, Ohio; Cleveland and surrounding communities.

Detroit Inter-American Center, Capital Theater Building, 120 Madison Avenue, Detroit, Michigan; metropolitan Detroit.

Pan American Council, 84 East Randolph Street, Chicago 1, Illinois; metropolitan Chicago.

Inter-American Center of St. Louis, Suite 1212, 705 Olive Street, St. Louis 1, Missouri; eastern Missouri and southern Illinois.

Western Policy Committee, 310 Fleming Building, Des Moines 9, Iowa; eastern Idaho, Iowa, North Dakota, South Dakota, western Nebraska, Montana, and rural portions of Colorado, Utah, and Wyoming.

Midwest Inter-American Center, 916 Walnut Street, Kansas City 6, Missouri; western Missouri, Kansas, and Oklahoma (except Dallas trade area).

Omaha Public Forum, University of Omaha, Omaha, Nebraska; Iowa (Omaha vicinity) and Nebraska (except western portion).

Rocky Mountain Council on Inter-American Affairs, University of Denver, Denver, Colorado; Wyoming and Colorado (urban areas) and New Mexico.

Utah Council of Inter-American Affairs, 318 Beneficial Insurance Building, Salt Lake City, Utah; Utah (urban areas).

Southern California Council of Inter-American Affairs, 707 Auditorium Building, Fifth and Olive, Los Angeles 13, California; southern California.

Library of International Relations, 84-86 East Randolph Street, Chicago, Illinois.

FILMSTRIP PROJECT ON LIFE IN THE UNITED STATES

The American Council on Education is the sponsor of a filmstrip project on life in the United States which is to be distributed to various of the other republics for use in schools. It is under the direction of Milton R. Tinsley.

The project consists of a series of thirty-five filmstrips on subjects ranging from *Panorama of the United States* to *A One-Teacher School*. All of the filmstrips were completed by April 15, 1944.

With the complete set of filmstrips a projector and screen will be furnished. The possibility that the projector might not fit electrical outlets or that some schools might not have electricity has been thought of and a set of battery connections are provided.

There are about fifty pictures under each title and each may be shown in about fifteen minutes. Accompanying the set of filmstrips is a pamphlet of suggestions and additional information for teachers. Each filmstrip has a narration to be read aloud as the pictures are shown.

The first seven subjects are general, dealing with the country as a whole or large regions, chosen on the basis of those outlined by the National Resources and Planning Board, which disregarded state boundaries and determined the boundaries on the basis of similarities of topography and human activities. The others present narrower fields of interest.

A great deal of care has gone into the selection of pictures and the writing of the narrations. It has been hoped to make them intimate pictures of everyday life and problems which would neither contain any false statements nor convey any false impressions.

The strip entitled *Northeastern Region of the United States* gives a fair sample of the solution of the problem of creating no false impressions. Since only about 10 percent of the people of the region are engaged in agriculture, which nevertheless presents tempting possibilities for such a series, it would have been easy to give it too much attention. Therefore, a few pictures were devoted to farming, care being taken to point out the difficulties which the farmer faces and the rest showed the mills which make use of abundant water power, the shipping thru fine harbors, and the exploitation of mineral resources, with the inevitable factories.

As soon as all of the subjects have been completed, a hundred sets, some in Spanish and some in Portuguese, will be sent out. Later 200 more sets will be prepared. If the teachers who use them find them valuable, it will be possible for them to order additional sets.

The staff in charge of the work has been able to consult the best authorities at every step. The Division of Science, Education and Art of the Department of State has given advice on the selection of material as well as the following committee of the American Council on Education: Sidney B. Hall, professor of education at George Washington University; Paul R. Hanna, professor of education at Stanford University; Frank W. Hubbard, director of research of the National Education Association; Walter E. Hager, president of Wilson Teachers College; Sister Mary Joan, O. P., curriculum consultant of the Commission on American Citizenship at Catholic University of America.

The staff has also been fortunate in having the advice of Francisco Aguilera of the Pan American Union and Charles Freligh of the Brazilian Embassy in the preparation of the Spanish and Portuguese versions.

Altho these filmstrips were prepared specifically for use in the other American republics, there has been a widespread demand that they be made available to schools in this country.

Similar sets with the other American republics as the subjects should also be useful in providing authentic materials for courses dealing with inter-American affairs.

DR. DOMINIC ROTUNDA

The Division of Inter-American Educational Relations, U. S. Office of Education, has announced that Dominic Rotunda, who was formerly connected with Mills College, has been appointed to the staff to direct studies on the teaching of English as a second language. He will be particularly concerned with English study by those speaking the other principal languages of the Americas, but his work should also be of interest to any teachers who find it necessary to teach English to pupils for whom it is not a native tongue.

BOOKS FOR FRIENDSHIP

Members of the World Friendship Club of Jordan High School, Long Beach, California, have made a large collection of books to be sent to the other American republics.

In response to the suggestion made by Alberto Mendez, second secretary of the office of the minister of education of Panama, that sending books to schools in other countries would be a good method of promoting friendship, the members of the club held a benefit dance to which the price of admission was one book, worthy of being sent in such a cause, or twenty-five cents. Two hundred and seventy-five books and \$26 were collected.

Mrs. Ethel Babcock, sponsor of the club, which is made up of honor students and others who have made outstanding contributions to the cause of world friendship, is now planning to continue the project in Jordan High School and to send interested pupils to other schools to enlist their support so that the activity may possibly become a main project of the World Friendship Federation, an organization of world friendship clubs in California.

FOREIGN LANGUAGE MOTION PICTURES

A very rewarding activity of All Souls' Unitarian Church, Washington, D. C., has been the foreign language motion picture series which was begun somewhat tentatively in 1933. Since then, from an occasional showing, the program has become a weekly affair, with a different film each week.

Originally films were shown in a variety of languages, but today, because of the difficulties of the war, mostly Spanish language films are shown.

Foreign residents of Washington and students studying foreign languages have frequently expressed their appreciation for the opportunity afforded them to see good films in the language in which they were interested.

Thirty-five mm. films for noncommercial showing may be rented for from \$25 to \$50 per presentation for a feature-length picture. If short subjects are also shown, they may be rented for smaller amounts. These prices are estimates based on current catalogs. It is often possible to arrange for a reduction in price by contracting to take several films from one distributor or to give each film a number of showings. Express charges must be added to the rental, and vary considerably.

Sixteen mm. films are also available from some companies. A number of nonprofit organizations distribute films at little or no cost except for express charges. Some of the agencies from which films can be obtained follow:

Spanish language films: Azteca, 610 Soledad Street, San Antonio, Texas.

Russian films: Artkino Pictures, Inc., 723 Seventh Avenue, New York City.

Swedish films: Scandia Films, Inc., 247 West 48th Street, New York City.

Various languages: Excelsior Pictures Corporation, 723 Seventh Avenue, New York City. Brandon Films, 1600 Broadway, New York City. Hoffberg Productions, Inc., 1600 Broadway, New York City.

A number of distributors of films are listed in the following publications:

The Other Americas Through Films and Records, published in 1942 by the American Council on Education, 744 Jackson Place, N. W., Washington 6, D. C.

Films and Slides on Latin America, published in 1941 by the Department of Intellectual Co-operation of the Pan American Union, Washington 25, D. C.

STUDIES IN COMPARATIVE EDUCATION

The United States Office of Education is sending a number of specialists to different republics to study their educational systems.

George F. Kneller, who is on leave from his position as lecturer in education at Yale University, has already left for Mexico, where he will spend several months in study and first-hand observation of schools, universities, and other agencies connected with education and child care.

John H. Furbay is on leave from Mills College where he organized the Casa Pan Americana, and is expecting to leave shortly, as are Cameron D. Ebaugh, on leave from Shorter College, Rome, Georgia, and Mrs. Gladys L. Potter, who was granted leave from her position as supervisor of elementary education, Long Beach, California. They will each spend some months in one or more countries consulting with school officials and visiting institutions both public and private.

It is proposed to collect information concerning laws and regulations, courses of study, methods of teaching and equipment, and other pertinent material which will form the basis of reports to be prepared when each investigator returns to the United States.

The studies which have just begun are being made in the interests of furthering the understanding and cooperation among educators of the American republics.

TRABALENGUA

Arroja la reja y raja la roja teja.

CONFERENCE OF TEXAS COLLEGES

Eighty people from twenty Texas institutions met on February 9 and 10 at Austin, Texas, to discuss further the problems brought up in the first conference on January 5, 1944. The principal addresses to the whole group were made by the Honorable William P. Blocker, American Consul General at El Paso, and Samuel Guy Inman. The group then divided itself into five sections to discuss problems of bilingual education, school and community relations, the education workshop, the enrichment of the curriculum on the college and university level by introducing inter-American materials, and the enrichment of the elementary- and secondary-school curriculum by the inclusion of inter-American materials.

A state coordinating committee was named to work on the general program of the group, and one for the cooperative lecture institute.

It was decided to hold Anglo-Hispanic community meetings in various parts of the state. Plans were also made for another meeting of representatives of the cooperating colleges to be held in April.

ENGLISH TEXTBOOKS FOR LATIN AMERICA

A group of English and modern language teachers in the United States and the other Americas is preparing a series of graded English grammars and readers for use in Spanish-, Portuguese-, and French-speaking countries. The series will consist of an elementary grammar; a review grammar; four readers on geography, history, life, and customs of the United States; an anthology of North American literature; and a history of North American literature.

Professor E. K. Mapes of the State University of Iowa, chairman of the Committee on Textbooks of the International Institute of Ibero-American Literature, is director of the project. The co-director is Colley F. Sparkman, Belhaven College, Jackson, Mississippi, who is the author of several English language texts.

CASA PAN AMERICANA OF MILLS COLLEGE

Mills College of Oakland, California, has announced its annual summer session for men and women from June 30 to August 6, 1944. Casa Pan Americana offers increased acquaintance with Latin American culture thru class instruction and personal association. Courses of study include Spanish and Portuguese languages and literatures, Latin American history and civilization, and a workshop in teaching methods.

The chairman is Rudolph Schevill and the staff includes Magda Arce, Ruth Franklin, Isobel Pope, Aurora Quiros, Andres Rodriguez Ramon, Isobel Magaña Schevill, and Erico Verissimo.

INTER-AMERICAN INSTITUTES

A number of lecture programs on inter-American affairs are being planned by various universities in cooperation with the Office of the Coordinator of Inter-American Affairs. These institutes are planned especially for teachers, usually by university extension groups, and will last from one to three days. It is expected that other programs will be held in the vicinity following the lectures and that possibly teacher-training workshops in inter-American education will be held during the summer in response to the interest thus aroused.

WORKSHOPS ON INTER-AMERICAN EDUCATION

It is expected that during the summer of 1944 a number of universities will have workshops for teachers who are interested in inter-American education. Twenty-seven institutions are at present making plans for workshops, but it is not possible yet to give a definite list. Some expect to devote most of their attention to problems in language teaching or give intensive language training to teachers of Spanish. At Denver it is hoped that intensive work in Spanish given by the Army will be open to civilians, who will supplement their language study with area studies in the workshop. Teachers in the Southwest will find that they can work on the problems of training Spanish-speaking children in a number of workshops to be held in Texas, New Mexico, and California. Other workshops will give their attention to studies of the curriculum content of various school systems and the possibilities for adapting existing courses to include Latin American materials.

SPANISH LANGUAGE INSTITUTE IN MEXICO CITY

An opportunity of unusual interest is offered this summer to Spanish teachers. Plans are being developed for a government-sponsored Spanish Language Institute in Mexico City which will provide intensive training in oral Spanish as well as special courses in modern Mexican literature and backgrounds of Mexican civilization. The work will be particularly adapted to the needs of two groups: (a) experienced Spanish teachers who wish to gain more facility in speaking the language, and (b) experienced teachers of other languages who have been assigned Spanish classes and are seeking a concentrated, short-term course in Spanish.

The Spanish Language Institute will operate under the joint direction of United States scholars and of professors from the National University of Mexico. Arrangements are being made for all the participants in the Institute to live in Mexican homes and to take part in activities which will enable them to gain something more than the tourist's view of the country and people. Information regarding the date, length of course, and tuition will be ready soon. Address inquiries to the Division of Inter-American Educational Relations, U. S. Office of Education, Washington 25, D. C.

NEWS FROM AMERICA SOUTH

FROM ARGENTINA



Argentina's National Institute of Nutrition sponsors the school lunch program in that country. Approximately 40 percent of the cost of the meals is provided by government agencies; 60 percent is borne by parent organizations. A typical meal served to school children in Argentina includes a vegetable and rice soup, meat, vegetables, bread and butter, and fruit. Many of the ingredients are grown by the children and their parents in school gardens.

Every available resource is used by the nutritionists to make their work as effective as possible. Army barracks are used in some rural areas as midday canteens. Where other facilities are lacking, mobile canteens go around to make sure that every child in need of food has it promptly.

Almost a million free meals have been served Argentine children in the course of a year.

FROM BOLIVIA



A cable bridge capable of speeding almost seven tons of freight, passengers, or vehicles across the 820-foot Espiritu Santo River in less than ninety seconds has been built in Bolivia for

less than 15 percent of the cost of a conventional structure of the same length. The bridge links the arid, tin-producing highlands to the west with the fertile food and rubber-growing lowlands to the North and East.

The main span is 885 feet long between two structural steel towers 110 feet high. These towers are set far enough back from their respective banks to be immune to floods and high tides. Supported within the towers and extending 1185 feet from anchorage to anchorage are two special cables designed by a United States bridge building firm. These track cables are suspended from an overhead system of supporting cables.

On the track cables runs a four-wheel carriage, resembling an overhead traveling crane, from which is suspended a large structural steel cage. Ramps on each side of the river enable trucks to enter the cage under their own power. The cage is whisked across the river by a flexible steel hauling rope controlled by a twenty-horsepower gasoline engine on one side. Special controls enable the operator of the cage to control its movement at all times and bring the car into either terminal by hand, should the gasoline engine fail.

A main feature is that the bridge is so constructed as to allow almost level travel at all points from tower to tower.

FROM CHILE



How Chile won control of the vital Straits of Magellan, only maritime link between the Atlantic and Pacific until the Panama Canal was built, is one of America's thrilling episodes. A boat race between a two-gun Chilean corvette, the Ancud, of forty-three tons displacement and the powerful French frigate, Phaeton, gave the decision 100 years ago.

In 1843 Chile had nominal control of the straits by virtue of old Spanish colonial grants,

but had no actual jurisdiction over them. International usage required a nation to establish a settlement, no matter how small, on unoccupied territories in order to claim them, and Chile had failed to meet that requirement.

As European explorers ventured farther and farther into the Pacific, claiming islands for their respective homelands, the importance of the straits as a gateway to the East increased. France was the first to attempt to establish claim to the southern tip of South America and dominate the straits. In the summer of 1843 the Phaeton, one of the fastest ships in the French navy, was outfitted for an unusually long voyage with a picked crew and a number of convicts destined to settle the colony which France had planned for Cape Horn.

Chile became aware of the French warship's mysterious journey across the Atlantic; in time she even learned of its destination and purpose. Spurred on by the urgings of Bernardo O'Higgins, an exile in Peru, President Bulnes ordered the little corvette Ancud to take possession of the straits for Chile.

The Ancud was commanded by an English sailor serving in the Chilean navy at the time. On September 21, 1843, anchor was dropped off the site of presentday Magallanes. A small group of convicts was landed, and with a 21-gun salute the Ancud claimed the southern extremity of the continent for Chile by establishing a colony on the spot.

Exactly twenty-four hours later the Phaeton entered the harbor and dropped anchor. The Phaeton might easily have blown the Ancud out of the water and taken possession of the straits by force. Instead a salute was fired by the Phaeton, the salute of a foreign man-o'-war on entering the territorial waters of a friendly nation. A few hours later the French ship was heading back home.

FROM THE DOMINICAN REPUBLIC



In April 1943 it was announced that the President of the Dominican Republic had approved a

plan for the compulsory study of English in the schools of the Republic from the fifth thru the twelfth grades beginning in October 1943.

At the same time, a continental American, George J. Greco, Jr., who had had experience in the department of education in Puerto Rico, was asked to prepare a detailed program for each of the eight courses with suggestions for activities and bibliographies for outside reading. It was Mr. Greco who made the survey of English teaching in the Republic and recommended improvements in the existing five-year program or the adoption of an eight-year program, which resulted in the change of policy. In the present school year about 20,000 pupils are receiving English instruction, as against 6000 the previous year.

Direct methods are being encouraged, with exercises given in reading, writing, listening, and speaking, always with the emphasis on understanding. In this way it is hoped to give the students a foundation in speaking and writing English acceptably and in understanding it, so that they may then pursue studies suited to their individual needs.

The government of the Republic also sponsors evening classes and institutes for the training of instructors in English, a very important part of Mr. Greco's program, for he had found a lack of qualified teachers and English lessons by radio in Ciudad Trujillo. An outgrowth of the evening classes for teachers has been evening classes in English for adults. Many adults had requested admission to the classes for teachers and it was decided to admit all who applied. They represent various occupational groups and have mentioned a number of motives for undertaking the study of English.

FROM HAITI



When President Élie Lescot of Haiti decreed that English should be taught in Haitian schools from the sixth to the twelfth grades, the ministry of education found that there were not enough trained teachers nor suitable materials for such an extension of English teaching. The United States was called upon for help, and with the co-

operation of the Office of the Coordinator of Inter-American Affairs, Mercer Cook of Atlanta University was sent to direct the work. Nine United States teachers also went, and were assigned to various schools to give materials prepared under Dr. Cook's direction a trial and to assist in training prospective English teachers. The materials thus worked out will later be published by the ministry of education in textbook form. The program is already giving English training to more than 4000 pupils in public and private schools.

In addition, Dr. Cook is teaching English, general methods of teaching, and methods of teaching English to teachers who will take over the work later on.

An interesting phase of the program is the series of English lessons given by radio each week. The script of each lesson is published in the newspapers and fully 3000 copies are being used.

On February 12, 1944, an English declamation contest was held in which contestants read Lincoln's Gettysburg Address. United States Ambassador John Campbell White gave a prize of \$15 to the winner in the group of those who had lived in an English-speaking country, and other prizes of \$25, \$15, and \$10 were awarded those who had had no experience of English except in school. Ambassador White and the secretary of state for public instruction of Haiti, Monsieur Maurice Dartigue, distributed the prizes. Besides cash prizes, English-French dictionaries, photographs of Lincoln, and copies of the Gettysburg Address were distributed to the finalists in the contest. It was so successful that many Haitians have asked that it be repeated next year.

FROM URUGUAY



Mrs. Mildred Allen, former assistant editor of AMONG US, is now living in Uruguay. She has been teaching classes in English at the Biblioteca Artigas - Washington. Among the North Americans whom Mrs. Allen has met is Mrs. Blanche Windfield Poole, at present teacher of English in the Uruguayan high schools. The following paragraphs are

taken from an article prepared by Mrs. Poole at Mrs. Allen's suggestion.

"In 1932 when things looked dark, my husband suggested joining his family in Uruguay, where they had lived some twenty years. In 1936 I was offered a position teaching English in the national high schools (liceos). Most of my experiences have been encountered by any language teacher in a foreign country, especially if he does not know its language, and at that time I knew practically no Spanish.

"I have just finished my seventh year quite happily, having had the good fortune to work under three very helpful principals (directors). The schools are national, hence I work for the Uruguayan government.

"The high schools are run on our university plan: a four to four and one-half hour schedule, one forty-five minute class after another, with five or ten minute intermission, and the studying is done outside. This leads to rather a low standard of scholarship, as few young people left on their own will put in the necessary hours to prepare their work for such an intensive program as this: six years' elementary school, four years' high school, and two years' preparatory school before they take up any certain profession which may be four to eight years more. The high-school program has as its aim a broad cultural knowledge, in case the pupil continues his studies no further. With this view the third- and fourth-year programs are very difficult and too full, having nine or ten subjects. Classes are commonly conducted on the study-question-answer or lecture method. There are monthly written tests.

"The school term is divided into three trimesters, beginning March 15, with a two-week vacation at midyear, a week's spring vacation, and ending around November 20. This adds up to a seven and one-half month year, but with a six-day week, the total is the same as in the United States.

"There are two grades given for each trimester; for the first each professor sends or gives his own grades to the secretary, who passes them to the individual report card which is sent home to be signed. At the end of each trimester there is a teachers meeting where a conjoint grade is also given, not necessarily an average, which is almost impossible - but here the student's ability, aptitude, and application are considered. This is purely a matter of judgment, as there are no IQ or health cards. Many times doctors who are on the faculty bring information about students' health or family conditions.

"At the end of the year, pupils who have completed their work satisfactorily are passed. Some may have to take an examination in one, two, or three subjects, some a complete exami-

nation, and the lower bracket is eliminated or fails and must repeat the year. At entrance to the high school each student receives a 'Carnet' (official record) - a small book with a number and his photograph. Henceforth his complete record is noted therein as long as he studies thru the university, and any table of examiners can see at a glance his record.

"In my opinion the examination system is almost brutal. The first examination comes about a month after close of term. First, there is a written examination in Spanish or literature, mathematics, drawing, fourth-year English, and fourth-year French. Then each pupil is called before a table of examiners (one for each subject) and questions are fired at him, allowing only five minutes for each subject. He may fail in one or two subjects, and is given a second chance at the end of vacation. Upon a second failure he has a third chance in the middle of the following school year. If he fails a third time he then becomes a 'libre' or free pupil. He is no longer on the roll, he may come to class or not, but must pass a fifteen-minute oral examination in each subject at the end of that year.

"All in all the liceo system is quite workable and the teaching standards are fairly high. There may be one inspection during the year by the official inspector and monthly ones by the director of the liceo. There is one drawback, which may also be an advantage: there is no profession of professors - the majority being doctors, lawyers, dentists, druggists, etc. They come well prepared and up to date, but naturally their own career comes before teaching. The others may be elementary teachers who have continued studying another profession, but have never received a degree or do not practice, and a small few who have no cultural preparation whatever. They receive their appointments by 'Concurso,' a kind of civil service examination, or by appointment by the board of education, which consists of three members elected by the professors, one by the primary board of education, one by the industrial school, and one by the faculties of the different colleges. These six men then name the president of the board of education. Teachers are paid by the class hour, receive pay during the summer, and after thirty years' teaching have the right to a pension.

"What I miss are the organized sports. This year I saw the first interhigh-school track meet, and there were no scholarship requirements. Basketball is beginning. Another lack is proper buildings, but within the last year five have been built in the interior and appropriations have been made for three more. There is no social life with the high school as the unit and there are no ceremonies at the close of the year.. However, there is a students' association whose main interest is poli-

tics and they have to their credit the closing (by a month-long strike) of a Nazi-paid newspaper in 1942.

"I close by saying my work has been pleasant and agreeable and this small country is to be commended on its fifty-nine liceos with 21,110 students in a country of two and one-half million and where more is spent in proportion on education than on the army.

FROM VENEZUELA



Controlled immigration from Europe to sparsely-settled regions of Central and South American republics has been proposed for the post-war era by Antonio Arellana Moreno, noted Venezuelan economist and political scientist. The average density of population in the Western Hemisphere is approximately seventeen inhabitants to the square mile, roughly one-eighth the average population density of Europe.

In the 110 years preceding 1930, only 3,000,000 of the 40,000,000 immigrants to the Americas established themselves in countries other than the United States. Argentina, Brazil, and Uruguay received the bulk of that 3,000,000; the other American republics absorbed only a fraction of the newcomers. During 1904-1934 Venezuela added only 29,000 immigrants to its population of almost 4,000,000.

Several of the American republics have made surveys as a preliminary step to attracting inhabitants of devastated Europe in accordance with recommendations made by the Inter-American Demographic Congress, held in Mexico City last fall. At that time delegates from all the Americas adopted measures aimed at providing for postwar immigration to the New World and for their proper distribution thruout the Americas in harmony with the social and economic requirements of each country.

The Venezuelan economist favors the establishment of large communities of colonists, numbering at least 3000 each, so they will be self-sustaining as far as possible in the thinly-populated zones assigned for colonization.

NEWS FOR THE BOOKSHELF

ANA Y PEPE APRENDEN A LEER BIEN Y CON PLACER, by Gaston Figueira, with illustrations by Eduardo Olivella, is a first reader by a poet for Spanish-speaking children. There are numerous suggestions to the teacher. It is published by the Talleres Gráficos "Gaceta Comercial," Plaza Independencia, 717, Montevideo, Uruguay.

EL ECO is a four-page paper for American students of Spanish. The issues contain a number of articles adapted from Spanish language periodicals, so that the matter is interesting to high-school students but the language difficulties are not too great. It is published twice a month from October thru June by the Odyssey Press, Inc., 386 Fourth Avenue, New York City. Subscriptions are \$1.50 a year with reductions for quantity orders.

REVISTA DE EDUCACIÓN contains articles of general interest to educators, others describing specific classroom projects, and brief notes on various educational topics. It is published by the Dirección General de Escuelas de la Provincia de Buenos Aires and is distributed free of charge to schools in Buenos Aires Province and will be sent to other educational and scientific institutions which request it. No price is given for subscriptions by individuals. Letters should be addressed to the head, now Professor Arturo Cambours Ocampo, of the "Revista de Educación," Calle 13 entre 56 y 57, La Plata, República Argentina.

REVISTA DE EDUCACIÓN, Guatemala, C. A., is a journal published under the direction of Sr. Rafael Lorenzana in the service of the professional interests of teachers in Guatemala. It contains articles of general cultural interest as well as of particular interest to teachers and news of meetings, conferences, and other educational activities. Exchanges are accepted.

RESEARCH REPORT FROM *TIME*, August 1943, is a list of *Time*, *Life*, and *Fortune* articles of current significance on Latin America, prepared by the Bureau of Special Services of *Time* magazine. Each article is described briefly, and the date of publication and the page of the respective publications in which it appeared are given. There is also a list of books which *Time* has reviewed, with the date of publication of each review.

UN SALUDO, issued by the American Airlines of Mexico, is a most attractive calendar with appropriate scenes suitable for further use after 1944 is far in the past. The Northwest Mounted Police, sea scenes, and good neighbors to the South are pictured in both the Spanish and English editions.

CRUCIFIXIÓN DE LUZ, by Gaston Figueira, popular writer of the Rio de la Plata group, was published in 1943 by Talleres Gráficos "Gaceta Comercial," Plaza Independencia 717, Montevideo, Uruguay. It is a collection of short poems, varied as to rhythm and theme and reflecting the poet's religious devotion and his love of children. He strikes varied notes and many readers should find some of the poems appealing.

THE INTER-AMERICAN ACTION NOTEBOOK, published by the National Commission on Inter-American Action, Immaculata College, Immaculata, Pa., contains six pages of articles in Spanish, Portuguese, and English on life in Latin American countries. Subscription \$1 for eight issues; single copies 15 cents each; reduction for quantity subscriptions.

ABC, Spanish language weekly, published at 748 South Halsted Street, Chicago, Ill., is a ten-page newspaper devoted largely to the interests of the Mexicans. Subscription \$1.50 per year.

INTER-AMERICAN EDUCATION is a curriculum guide by Effie G. Bathurst and Helen K. Mackintosh of the Inter-American Demonstration Center project of the U. S. Office of Education. It opens with all the whys of an inter-American program. The discussion of the content of learning at different levels is particularly apt, considered in relation to developing curriculum units. Many questions are raised in regard to the characteristics of a good unit. A helpful and pertinent bibliography is included. Bulletin 1943, No. 2 is available from the U. S. Government Printing Office, Washington 25, D. C. Price 25 cents.

LATIN AMERICA AND THE WORLD STRUGGLE FOR FREEDOM, by Ryland W. Crary, is one of the Unit Studies in American Problems Series prepared for the Committee on Experimental Units of the North Central Association of Colleges and Secondary Schools. The necessity for approaching the study of Latin America realistically without undue emphasis on the bizarre and picturesque is stressed. The history of Latin America back to the motivation for the European interest in its settlements, the growth of the colonies into independent nations, the geography of the Americas and its influence on their disputes, the races and their importance nationally, the economy and culture of the countries are all appraised. Yet the most urgent problem in understanding the present and future of Latin America lies in gaining a true understanding of the relations of the United States with the Americas. While the book raises many questions and suggests some answers, its main value is that of arousing the interest of the student in learning more of Latin America. Published by Ginn and Co., Boston, Mass. Price 68 cents.

LATIN AMERICAN SONGS

LATIN AMERICAN SONGS, compiled and edited by David Stevens, is a collection of twenty-eight carefully chosen songs of the Americas. The songs, in English, are arranged in two parts or for unison singing with piano accompaniment. The Spanish words of eight of the songs are given in the back of the book. Most of the selections are folk songs; a few are by known composers. Price 50 cents.

MUSIC EVERYWHERE is one of the series, "A Singing School." It is issued in three units: (a) student's edition, (b) teacher's manual, and (c) book of accompaniments. Most of the songs are arranged for two- or three-part singing. While the number of Latin American songs included is small, all of them will interest the student of Latin America. Price not given.

SINGING AMERICA is a song and chorus book compiled, arranged, and edited by Augustus D. Zanzig for the National Recreation Association. Of the 130 songs suitable for informal singing, many of concert program caliber, fourteen are from Central and South American countries. Spanish, as well as English, versions are given. The vocal edition is priced at 25 cents; the edition with accompaniments, \$1.50.

All three titles are published by C. Birchard and Co., 221 Columbus Avenue, Boston, Mass.

RECENT READING MATERIALS FOR STUDENTS OF SPANISH is a bibliography by Marina Cuevas and Marjorie C. Johnston of the Division of Inter-American Educational Relations, U. S. Office of Education, published in 1944. The bibliography gives the type of reading and the geographical setting, and indicates the approximate level of difficulty of recent publications and recent editions of older works. It should be quite helpful to those who are new to the fields and to those teaching Spanish in elementary schools. Obtainable from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price 10 cents.

THE COMMUNICATION ARTS AND THE HIGH SCHOOL VICTORY CORPS, a pamphlet published in 1943 by the U. S. Office of Education, contains various sections giving suggestions as to how the Communication Arts may contribute to the program and aims of the High School Victory Corps. At the end of each section is a bibliography of recent materials on the adaptation of the subject or activity to help win the war. The group includes English, speech, foreign languages, journalism, dramatics, music, art, graphic arts (printing), libraries, radio, and visual education. At the end is a directory of national

and regional organizations concerned with each field. Suggestions for the inclusion of materials on inter-American affairs are given in several sections. The whole booklet is evidence of the increasing awareness of the fact that man does not fight by machinery alone. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price 25 cents.

Series on the American republics is a set of pamphlets which contain a brief sketch of the history, resources, and present situation of a country. At present booklets on Argentina, Bolivia, Brazil, Chile, Colombia, Guatemala, Mexico, Uruguay, and Venezuela have been published but all the American republics are to be included. They are illustrated by drawings, charts, and maps. They are about sixteen pages long and are intended to be introductory treatments only. Published by the Coordinator of Inter-American Affairs, Commerce Building, Washington 25, D. C.

The Good Neighbor Series, by Sidney Greenbie, consists of eight booklets of eighty-four pages each, with illustrations in color and in black and white. Each one gives interesting material on the past and present achievements of one or more of the twenty Latin American republics. Each booklet includes a brief bibliography, a number of questions answered in the text, topics for discussion, and a pronouncing glossary of Spanish and Indian names. Current Latin American pronunciation is followed. The names of the booklets and the countries of which they treat are as follows:

Between Mountain and Sea (Chile)
The Central Five (Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica)
By Caribbean Shores (Panama, Colombia, Venezuela)
Children of the Sun (Peru, Ecuador, Bolivia)
Next-Door Neighbor (Mexico)
Republics of the Pampas (Argentina, Paraguay, Uruguay)
The Fertile Land (Brazil)
Three Island Nations (Cuba, Haiti, the Dominican Republic)

The editorial director of the series was John W. Studebaker, United States commissioner of education. The booklets were published in 1942 and 1943 by Row, Peterson and Co., New York City. Price 50 cents each; reduction on quantity orders.

REVISTA MEXICO is published quarterly under the patronage of the Tourist Department of the Secretaría de Gobernación of Mexico. It contains articles rendered in both Spanish and English on the life, art, and ancient culture of the republic. It is profusely illustrated by photographs. Address: Editorial Piramide, Paseo de la Reforma 36-2, Mexico, D. F., Mexico. Subscription \$1.50.

CERTAIN FACTORS INVOLVED IN THE STRUGGLE AGAINST MALNUTRITION AND DISEASE, by Michel Pijoan,, stresses the relationship of a healthy human economy to a prospering social economy. His nutritional studies deal largely with Latin America and our own Southwest. Published by the University of New Mexico Press, Albuquerque, N. Mex., 1943. Price 15 cents; 13 pages.

NEW HORIZONS is the magazine of America's merchant marine of the air. While the news and pictures are weighted by commercial air power interests, articles are global in scope. Published monthly by Pan American Airways, Inc., 135 East 42d Street, New York City. Price 10 cents a copy; \$1 a year.

SPANISH LANGUAGE PERIODICALS

Sigma Delta Pi, the National Hispanic Honor Society, is authorized to handle subscriptions to a number of Spanish language magazines. The commissions earned, after expenses are met, will accumulate in a national scholarship fund, to be administered by the Society. The fund will be devoted to helping a United States student attend a Spanish-American university. Send your subscription, with necessary information, to F. Dewey Amner (Sigma Delta Pi), Denison University, Granville, Ohio. It may take some time for the first issue to arrive, because of wartime delays, but once they start the numbers should arrive fairly regularly.

	Year	Six months
Alma Latina (Puerto Rico, weekly)	\$ 5.00	\$ 2.50
Cuadernos Americanos (Mexico, bimestral)	5.00	
Ferronales (Mexico, monthly)	1.00	
El Hijo Prodigio (Mexico, monthly)	5.00	
Hoy (Mexico, weekly)	12.00	7.00
Jueves de Excelsior (Mexico, weekly)	1.90	1.10
Jus (Mexico, monthly)	2.00	
Letras de Mexico (Mexico, monthly)	1.25	
Luminar (Mexico, quarterly)	1.20	
Mexican American Review (Mexico, monthly)	3.50	
Mexico al Dia (Mexico, twice monthly)	2.50	1.50
Orientacion Musical (Mexico, monthly)	1.15	
Radio Guia (Cuba, monthly)	1.50	.75
Revista de Revistas (Mexico, weekly)	1.90	1.10
Saber (Mexico, monthly)	1.25	
Sintesis (Mexico, monthly)	2.00	
Tiempo (Mexico, weekly)	5.00	3.00
Todo (Mexico, weekly)	5.00	2.50
Ultra (Cuba, monthly)	2.00	

THIS IS YOUR WORLD IN MOVIES

The Philadelphia Museum of Art is presenting a series of twenty-seven motion pictures during 1943-44 under the general heading *This Is Your World*. Months of study and preparation went into the selection of the best productions available in 16 mm. sound film dealing with the culture and character of the peoples of Belgium, China, Czechoslovakia, France, England, Scotland, Ireland, India, Germany, Mexico, Ecuador, Guatemala, Brazil, Chile, Holland, Soviet Russia, Spain, and the United States.

The films were obtained thru Brandon Films, Inc., 1600 Broadway, New York City, which has just released the feature documentary film, *Black Sea Fighters*, a sixty-five-minute production of the actual story of the Russian Black Sea Fleet's 250-day defense of Sevastopol.

MEXICANA REVIEW is a journal published twice a year by the New York Archives of Mexico. Bibliographical, popular, and scholarly articles on all aspects of Mexicana are included. The book reviews, while brief, are particularly provocative. Address all communications to: Jesse J. Dossick, c/o New York University, Washington Square, New York City. Price 35 cents a copy; 60 cents a year.

HISTORIA DE LA LITERATURA DRAMÁTICA CUBANA, by José Juan Arrom, is a careful study of Cuban dramatic literature from its beginnings to the present. It is a scholarly piece of work which would be of interest chiefly to students of Spanish-American literature. The general bibliography on Cuban drama is necessarily short as little has been written on the subject. Of particular interest, however, is the bibliography of Cuban dramatic works, many of which are very rare, which indicates the libraries where the author has found them. The author is assistant professor of Spanish, curator of the Latin American collection, and a fellow of Saybrook College of Yale University. The book is one of the Yale Romantic Series. Published in 1944 by the Yale University Press, New Haven, Conn. Price \$2.50; 132 pages.

THE FUTURE ECONOMIC POLICY OF THE UNITED STATES, by William Adams Brown, Jr., is No. 8 of the pamphlet series, *America Looks Ahead*. A consistent and unified policy on both domestic and foreign fronts is advocated. Long-term advantages are cited in relation to great presentday sacrifices and the foregoing of short-term objectives. Published by the World Peace Foundation, 40 Mt. Vernon Street, Boston, Mass. Price 25 cents.

SPECIAL BOOK REVIEWS

These reviews by Maud F. Jackson are an attempt to state an unbiased opinion of the value of the books to teachers.

THE UNITED STATES AND ITS PLACE IN WORLD AFFAIRS, 1918-1943, edited by Allan Nevins and Louis M. Hacker, discusses happenings in the United States during those years against the broad background of the international scene. It is the story of a new era, an era so complex and close that correct perspective is still difficult. In spite of global considerations, the point of view is American for Americans.

The authors portray the growth of ideals and ideologies, economic disaster and political strife, social changes and the reasons for the emergence of a new world catastrophe, and the present world war. Originally the plan of the book was drawn up by members of the contemporary civilization staff at Columbia University, but much revision has taken place since then, and the resulting volume is the product of extensive collaboration by numerous experts in their respective fields.

College students and other adult students of this period will find much of value and interest to them in this history.

Published by D. C. Heath and Company, 285 Columbus Avenue, Boston, Mass., 1943. Price \$3.25; 612 pages.

THE GATEWAY TO CITIZENSHIP, by Carl B. Hyatt, specialist in education, Immigration and Naturalization Service, Department of Justice, in cooperation with the Committees on American Citizenship of the American Bar Association and the Federal Bar Association, is a manual of principles and procedures for use by members of the bench and bar, the staff of the immigration and naturalization service, civil and educational authorities, and patriotic organizations in their efforts to dignify and emphasize the significance of citizenship. The imposing information on the title page is somewhat misleading as to the actual content of this small book. It is a much more informal and warmer book than the title page would indicate.

The book opens with "The Four Freedoms" of President Roosevelt as given in his message to the Congress, January 6, 1941. A discussion of the naturalization ceremony in all its phases follows. No rigid program has been laid down for the ceremony, but numerous suggestions are made. The suggestions for addresses to new citizens and other miscellaneous quotations on Americanism and freedom are particularly interesting.

Francis Biddle, attorney general of the United States, is quoted in the book as saying:

"Sufficient dignity has not been given in many instances to the naturalization of new American citizens. Those who enjoy citizenship from birthright do not always appreciate what it means. To the newcomer, however, the acquisition of citizenship is a great and significant event. It is the fulfillment of the aspiration which moved him to come here seeking a broader freedom. The choice has often been hard - to give up the old loyalties and accept the new loyalty. We need then to become more aware of the importance to the new citizen of the induction ceremony and to clothe it with the dignity and impressiveness that the moment signifies."

While the emphasis is laid on the value of the manual for the foreigner acquiring his new citizenship, the citizen by birth can gain a new insight into his privilege of citizenship by spending some time reading this volume.

The manual is published by the Government Printing Office, Washington 25, D. C., for the United States Department of Justice Immigration and Naturalization Service, 1943. Price 25 cents in paper; 153 pages.

FREE MEN OF AMERICA, by Ezequiel Padilla, is a book worthy of careful consideration by all interested in the future of the Western Hemisphere. The foreign minister of Mexico is a strong advocate of hemispheric solidarity, both economic and political, for mutual security and prosperity.

The development of Pan Americanism is followed from its faint beginnings in 1795 thru Henry Clay's Human Freedom League, meant to include the whole Western Hemisphere, and Bolivar's Treaty of Perpetual Union, as well as the Monroe Doctrine, to the cooperation of Good Neighbor countries on a basis of equality as fostered by President Roosevelt in 1933. The book has much greater breadth and depth than this theme, however. On one hand, he analyzes the economic causes of the European wars and their effect upon America; on the other, he digs into the causes for the differing rates of progress in Latin America and the United States.

The author's solution to the problem of the establishment of real inter-American solidarity lies in the increase in purchasing power of Latin American workers thru industrialization of the other Americas with the help of North American capital. He suggests as most desirable the development of cooperatives in which the government, private owners, and workers' organizations all share.

Published by Ziff-Davis Publishing Company, 270 Madison Avenue, New York City, 1943. Price \$2.50.

THE AMERICAS AND TOMORROW, by Virginia Prewett, is both informal and informative. Primarily it is the story of the evolvement of Pan American relations into the Pan American Union and the Good Neighbor policy. The background of political and economic controls, including the trade agreements between the other Americas and European countries, as well as with the United States, is clearly portrayed over the years.

The focus is always on the Americas and their mutual relationships, even when the matter under discussion is as large as World War II. As a result some bias might be expected, but the author is not lenient in her evaluation of the past policy of this country with her Southern neighbors. Miss Prewett is fully as harsh in her judgment of mistakes made by this country as of the oppressive and deceptive practices of other nations toward any of the Latin American countries.

The growth of cultural relations with Latin America is given great emphasis. The need to increase knowledge of Latin America on the part of the people of the United States and to give the people of the other Americas more information about the United States was realized in time to pay rich dividends in helping to develop the present inter-American system of cooperation. The dominant principles of this system provide: (1) that nations enjoy the same rights, and that these rights do not depend upon their capacity to enforce them, but upon the simple fact that they exist as states; (2) that any question that may arise between any two nations of the twenty-one Americas immediately becomes the concern of all; and (3) that any threat planned or executed against any one of the New World republics is a threat and aggression against all of them.

One of the most memorable passages shows Cordell Hull almost as a knight in shining armor. The scene is the Montevideo Conference in 1933. Argentina is rampart and ready to bolt away from the Pan American conference system. Cordell Hull, secretary of state of the United States, had started for the conference early. He had made visits along the way that promoted goodwill, but the Argentine delegation meant trouble and he knew it. They arrived at Montevideo only hours before the conference was to start. Hardly had they gotten settled at their hotel when Cordell Hull visited them.

The amenities were dispensed with quickly and the diplomat made his proposition. He induced Carlos Saavedra Lamas, the foreign minister of Argentina and leader of the revolt, to sponsor adherence to the five peace instruments that had been presented to the Americas at different times. This move, of course, made both Saavedra Lamas and Argentina appear as great promoters of peace. The Nobel Peace Prize was awarded Saavedra Lamas later, but Cordell Hull had won a far richer reward than that.

Reading THE AMERICAS AND TOMORROW (E. P. Dutton and Company, 286-302 Fourth Avenue, New

York City) would prove a pleasant and profitable way to spend an evening. The price is \$3.

TWO CHILDREN AND THEIR JUNGLE ZOO, by Rose Brown, is a particularly charming story for children of eight to twelve years of age. The story opens on the day after the two Brazilian children, Joa and Tatu, have arrived at their new home in the village of Santarem, several hundred miles up the Amazon and near the mouth of the Tapajoz River. Here they are to spend the summer with their parents while their father, Sr. Amaral, is on business and an inspection trip for the government. Life in Santarem is quite different from that on the Amarals' plantation close to Rio de Janeiro, and the children's interest in all the local customs that they learn and the new friends that they make is contagious. They sleep in hammocks swung to hooks fastened into the walls of the hammock room. When an inquisitive rat investigates the new home, a neighbor lends his excellent rattler, a snake.

Animals and the fun the children have with them make up a large part of the story, but good geography lessons abound, if unobtrusively. The geological formation of the country, the habits of the Amazon's tides and their influence on the current of the Tapajoz River, and the climate and its effects on the inhabitants are made indelibly clear. The hunts for Indian relics add greatly to this phase of the book.

A week's trip by launch up the Tapajoz River to Belterra, the new rubber plantation of Henry Ford, and beyond present the rubber production problem and the progress being made along that line at the level of a child's understanding. On this trip the young Brazilians meet two North American children, and an insight is gained into childhood's good neighborliness.

The chapter in which the children and their friends, human and animal, put on a circus is the high point of the story. All the secrets, preparations, and the performance itself before all their new friends show how much alike children are everywhere and especially what is important to the child's heart.

Joa and Tatu are lively, likable youngsters in their characterizations. They are so much like children already known to the reader and at the same time so different individually that there is an urge to know them better. The author deserves the label of "real" attached to all her characters with the possible exception of Peixe-Boi, the black bull. He out-Ferdinands Ferdinand himself, but what a difference!

The inclusion of a few Portuguese words with obvious meanings adds flavor to the book. In the front, before the story begins, is a guide to the pronunciation of these Portuguese words.

Published by J. B. Lippincott Company, Philadelphia, Pa., 1944. Price \$2; 220 pages.